



In April 2014, Lambton Primary School received £86,948 for Pupil Premium. This is based on 64 pupils (26%).

In this academic year, we are using our Pupil Premium

- to continue to provide intervention opportunities
- for close monitoring and support for attendance issues in order to raise attainment
- to provide intervention where there are gaps in attainment and/or where progress is limited
- for relevant CPD, which will enable staff to target eligible pupils for intervention groups to provide high-impact learning
- for early intervention as part of transition to KS1
- for senior leadership time for the Inclusion Manager to track and identify pupils who are eligible for Pupil Premium
- to provide stability for pupils eligible for Pupil Premium by looking at individual cases and by supporting families
- to increase access to up-to-date software
- to ensure high-quality CPD for staff teaching pupils eligible for Pupil Premium

All pupils, including those eligible for Pupil Premium, at Lambton Primary School are tracked closely. Pupils are tracked as part of our termly, whole-school tracking to ensure they are making at least expected progress. If progress is no at least expected, pupils are identified for intervention to move their learning forward. Pupils eligible for Pupil Premium who are progressing and attaining well are identified, and resources are purchases to help the teacher to extend the child's learning.

How will this be done?

- A teacher will be appointed to teach all intervention groups to pupils eligible for Pupil Premium
- A teaching assistant to support class teachers to address the individual needs of the pupils eligible for Pupil Premium. This will include support for pupils over lunchtime.
- Time allocated on the timetable of the Inclusion Manager to track pupils, to analyse data and to deploy staff
- Time allocated for the administration staff to monitor closely the attendance of pupils eligible for Pupil Premium
- Teaching assistant to provide early intervention to Reception pupils in the summer term as part of the transition programme to KS1
- Continued intervention from teaching assistants in KS1 and KS2 in the summer term to continue interventions from the academic year 2013-2014
- Money allocated to increase the IT available for the pupils eligible for Pupil Premium.

Review of Pupil Premium (Disadvantaged Pupils) Spending 2014- 2015

In April 2014, the school received £84,948 for Pupil Premium, based on 64 pupils. During the academic year 2014-15, the school's Pupil Premium funding was allocated to the following:

- For close monitoring and support for attendance issues in order to raise attainment
- To provide intervention where there are gaps in attainment and/or where progress is limited
- For relevant high quality CPD, which will enable staff to target eligible pupils for intervention groups to provide high impact learning
- For early intervention as part of transition into Key Stage 1
- For senior leadership time for the inclusion manager to track and identify pupils who are eligible for Pupil Premium
- To provide stability for pupils eligible for Pupil Premium by looking at individual cases and by supporting families.

Impact

- Attendance for pupil premium children 2013-2014 – 94.9%; 2014-2015 - 94.4%. Attendance remained the same. Therefore, support needs to continue and specific families targeted to help them get their children to school. In the summer term 2015, new initiatives were put in place throughout the school and will be tracked closely.
- Awaiting RAISEonline data.
- Staff have attended Mastery at Maths, Big Maths, A range of reading training, sensory provision, Dealing with Loss and Trauma, behaviour support and Managing Medication training to assist in the delivery of high quality intervention and support for those children and families who need it.
- Staff have been employed to provide extra phonics, fine motor and writing intervention in the form of Write Dance for those pupils in Reception moving into Year 1. Only one child entitled to pupil premium has not met expected or above expected levels at the end of the Early Years.
- Children have had access to Breakfast Club reading sessions, Lunchtime Nurture provision, KS1 Behaviour Support and in school Nurture provision. This has resulted in an improvement in Behaviour across the school and reduced the incidents of lateness. There have been no school exclusions. Additional support has also been accessed via the Strengthening Families Panel.
- Tracking for end of Year 2015 - 2014

Current Year 6	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
	APS 3.2	APS 3.7	ASP 4.3	APS 3.3	APS 1.7	APS 2.4
Gap = APS -0.5		Gap = APS +1		Gap = APS -0.7		

Current Year 5	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
	APS 3.5	APS 2.9	ASP 3.0	APS 3.1	APS 2.8	APS 3.4
Gap = APS +0.6		Gap = APS -0.1		Gap = APS -0.6		

Current Year 4	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
	APS 4.3	APS 4.8	ASP 3.8	APS 4.2	APS 3.5	APS 3.6
Gap = APS -0.5		Gap = APS -0.4		Gap = APS -0.1		

Current Year 3	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
	APS 5.4	APS 5.2	ASP 2.9	APS 4.3	APS 4.1	APS 5.4
Gap = APS +0.2		Gap = APS -1.4		Gap = APS -1.3		

Current Year 2	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
	APS 5.8	APS 6.4	ASP 3.8	APS 5.1	/	/
Gap = APS -0.6		Gap = APS -1.3		/		

- Actions:
 - Year 6 – Staff to support (T and HLTA) and target individual PP children for maths and reading. Closely monitor writing.
 - Year 5 – Staff to support (T and TA) and target individual PP children for maths and writing. Closely monitor reading.

- Year 4 – Staff to support (T and TA) and target individual PP children for writing and reading. Closely monitor maths.
- Year 3 – Extra support (SR – T and 2 TA’s) every morning (until half term) to close the gap in writing and maths. Staff to support and target individual PP children for maths and reading. Closely monitor reading.
- Year 2 - Staff to support (T and HLTA) and target individual PP children for maths and reading. Closely monitor writing. SR to support phonics every morning.

Summary

As a result of carefully targeted intervention and ‘whole child support’, pupils at Lambton Primary who are entitled to Pupil Premium Funding made at least expected progress across all subjects and performed better in some areas compared to their National counterparts in all subjects.